

Principles of our History curriculum:

- Enquiry-led learning
- Chronological understanding to support children in comparing and contrasting eras
- Local links to ensure our curriculum is relevant to our children
- Diversity
- Enrichment (community)
- Artefacts and sources to bring history to life and to promote critical thinking skills

ENQUIRY LED LEARNING

Our History curriculum is based on progressive, enquiry-based topics which aim to inspire children with a curiosity about the past and develop enquiring minds that will make connections between actions, choices and achievements of significant people from our history. Every topic has an overarching enquiry question which guides lessons and learning. We teach our children history in small steps to answer these challenging questions successfully. Studying history in this way inspire's children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of history and society in which they live and the wider world.

CHRONOLOGICAL UNDERSTANDING

Our history curriculum has been carefully designed and sequenced to ensure that the children develop a strong sense of chronology and are able to build a rich historical narrative of the past. This starts in EYFS where the children talk about their own life and answer the question 'How have I changed since I was a baby?' In Key Stage 1, our curriculum is mapped to enable children to develop a strong awareness of the past. They will start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. This continues into Key Stage 2, where the children will continue to develop a chronologically secure knowledge and understanding of local, British and world history.

LOCAL LINKS

Many history topics across the school make links to our locality. For example, in Year 2, the children will learn about how Newbury high street has changed. This is built on in KS2 where they will focus on how technological and travel advancements have changed Newbury, and finally will have the opportunity in Year 6 to study Jack of Newbury. Our curriculum aims to give children a sense of identity so that they can make connections and develop an understanding of their place in time. They will develop knowledge of significant people, events and civilisations

from the past and a thorough understanding of how they impacted on local, national and world history. As well as developing their historical skills, children will develop a strong sense of locality and an interest in the past and how this has shaped today.

DIVERSITY

As Chieveley is a rural, affluent village school with a huge proportion of white British children, it is even more imperative to incorporate diversity into our history curriculum. Stereotypes will be challenged, for example, children in Reception will learn about the first black firefighter. We will also focus on significant female individuals. In year 3, the children will learn that there were both black AND white roman soldiers. They will also gain an understanding of how different cultures and beliefs have influenced the world we live in today.

ENRICHMENT

At Chieveley, each topic has an 'end' point and the children are given an exciting opportunity to showcase their learning, for example, through displays, assemblies or even turning the classroom into a museum of all of their work. The children are also given the opportunity to go on school trips, to bring history to life, as well as visit our local area. These visits and activities deepen their understanding and knowledge.

ARTEFACTS AND SOURCES

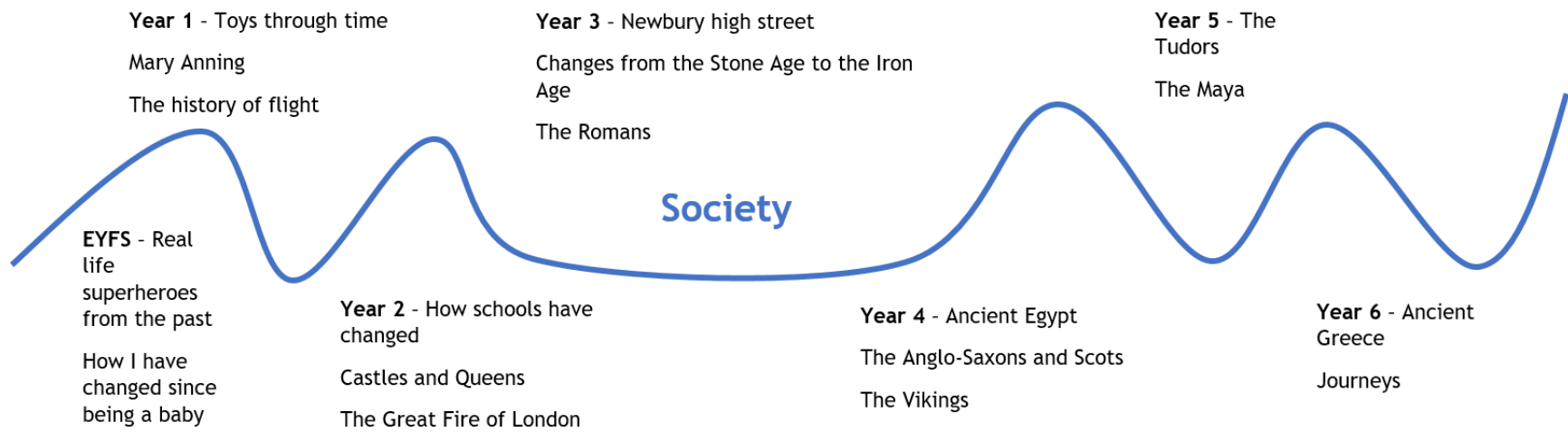
At Chieveley, we recognise the importance of using a wide range of sources, such as pictures and artefacts. Children will use these to build up their enquiry thought and processes to build up their knowledge and understanding of the past. As well as this, they will begin to understand the reliability of sources. Similarly, artefacts provide a fascinating insight into the past and allow our children to develop a deeper historical understanding.

KEY THREADS

At Chieveley, we have thought about key threads that run through our topics and school. These include:

- **Society** (communities and everyday lives)
- **Conflict** (tensions and their outcomes)
- **Economy** (How a place produced goods and income)
- **Leadership** (what leadership looked like in different forms. The implementation of rules and laws)
- **Significance** (key individuals or events that have had a huge impact)
- **Inventions and discoveries** (new technology/discoveries that has impacted life)

By mapping these themes across the topics and revisiting them throughout the school, we ensure children build on their prior knowledge and gain historical perspective by placing their knowledge into different contexts, understanding the connections between local, national and international history; and between short and long-term time scales.



Year 1 - Mary Anning

Year 3 - Newbury high street
Changes from the Stone Age to
the Iron Age

Year 5 - The
Maya
The Tudors

Economy

Year 4 -
Ancient Egypt

Year 5 - The
Tudors

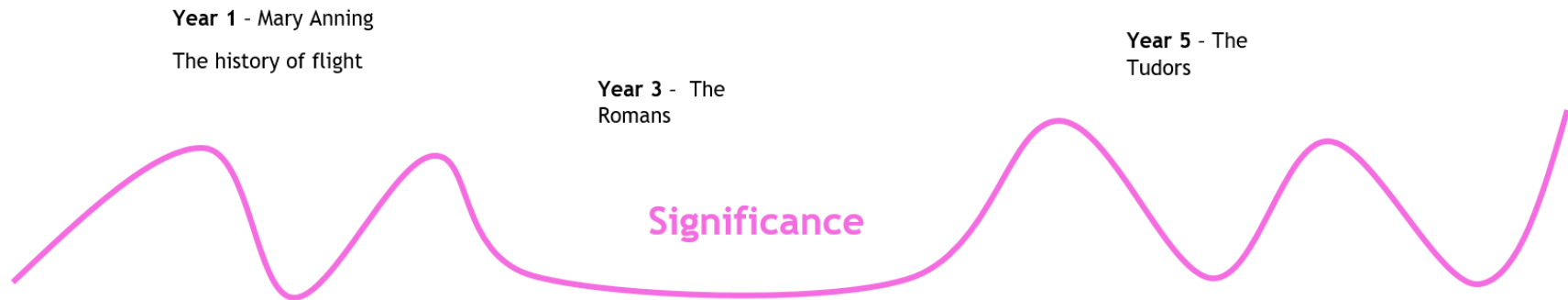
Year 3 - The
Romans

Leadership

Year 2 - Castles
and Queens
The Great Fire of
London

Year 4 - Ancient Egypt
The Anglo-Saxons, Scots
and Vikings

Year 6 - Ancient
Greece



EYFS - Marvellous me
Real life superheroes
Celebrations around the world

Year 2 - Castles and Queens
The Great fire of London

Year 1 - Toys through time
Mary Anning
The history of flight

Year 3 - Newbury high street
Changes from the Stone Age to the Iron Age
The Romans

Year 5 - The Tudors
The Maya



Year 2 - School days
The Great Fire of London

Year 4 - Ancient Egypt
The Anglo-Saxons, Scots and Vikings

Year 6 - Ancient Greece

INTENT

At Chieveley, our History curriculum excites and engages childrens' curiosity and supports the development of key historical knowledge, skills and concepts through the study of local, British and world history. We want our children to know more, remember more and understand more, and in turn become competent historians who ask questions. In understanding periods, events and significant people from the past, our children will gain cultural capital and have a greater appreciation of today's world and their place within it. Our history curriculum has been carefully sequenced and planned so that our children's historical knowledge, understanding and skills build over time and ensures that they gain a secure knowledge and understanding of local, British and world history. The curriculum is structured in a way that allows for children to make links between current and previous learning. Topics are informed by the National Curriculum and are sensitive to the children's interests, as well as the context of the local area, enabling our children to develop a deep understanding of the history of their locality.

IMPLEMENTATION

At Chieveley, history starts in EYFS where they will learn history relevant to them and understanding the world, as well as past and present. This is then built on in KS1 where there continues to be a 'history of the child' approach, (for example, learning about the history of Chieveley school and then how their childhood differs to that of their grandparents) making learning relevant to them and therefore ensuring the foundations of historical knowledge are secure. In KS2, the History curriculum is taught in chronological order (British history) and then in order of complexity (world history). This ensures our children gain a strong historical narrative. This also enables them to use their learning and knowledge of previous periods, events and people to better understand current learning.

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop have been mapped to ensure progression through year groups. We use an enquiry-based approach to teaching history whereby each topic has an overarching question that guides the teaching, as well as smaller 'learning questions' for each lesson. Medium term plans and some lessons are provided to class teachers from the Historical Association and Mr T does Primary History. This ensures that teachers have access to high quality resources and can adapt freely if they wish, as teachers' lesson plans are not limited to the ones provided. This gives them freedom to be sensitive to childrens' interests. In order for children to know more and remember more, prior learning is always considered and opportunities for fact retrieval and historical understanding are built into lessons. We recognise that there are children of differing abilities in all classes. Therefore, lessons are thoughtfully planned and adapted to the needs and abilities of all children.

Across the school, children study the key historical concepts of chronology, significance, change and continuity, cause/consequence and interpretation. These are taught within the historical contexts outlined in the National Curriculum. Substantive and disciplinary concepts are mapped throughout the school and are revisited across the school. These enable children to gain a strong understanding of chronology and make links between different periods of history. As well as this, vocabulary is built on throughout EYFS - KS2. We have a 'cross curricular'

approach to learning so our English lessons are linked to the history topics as much as possible to fully immerse the children and make the learning more memorable.

Teachers use a rich variety of teaching and learning styles in their history lessons to develop childrens' knowledge, skills and understanding in history. We believe children learn best in history when:

- They have access to and can handle artefacts
- They go on trips to museums and places of interest
- They use sources, such as books, photographs and newspaper reports
- Visitors talk about their personal experiences of the past
- They use drama and dance to act out historical events
- They are encouraged to ask questions

Each topic has an 'end' point and the children are given an exciting opportunity to showcase their learning, for example, through displays, assemblies or even turning the classroom into a museum of all of their work!

IMPACT

Our children develop a strong understanding of the past and have the ability to analyse it with a critical mind. Our class work shows how our enquiry-based approach gives real purpose to each topic. Our curriculum map shows a whole school curriculum that has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events. Children will be excited and enthused by their history topics through our cross curricular approach and enrichment activities.

- Engaged and curious in history lessons
- They can retain learning and make links and connections between what they have previously learned and what they are currently learning
- Children can remember more and know more

Impact can be measured through questioning and summative assessment grids at the end of each topic. This assesses the childrens' understanding of the enquiry question, as well as the progression statements linked to historical knowledge, concepts and enquiry. Books are monitored throughout the year and pupil voices are conducted to ensure the content/skills are covered as planned and that children are retaining their knowledge and understanding.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wrens	<p>An enchanted woodland adventure</p> <p>Why do leaves go crispy and colourful? How does our outside area change in Autumn?</p>	<p>Frozen</p> <p>Why do we wear different clothes at different times of the year?</p>	<p>Marvellous me</p> <p>How have I changed since I was a baby?</p>	<p>Real life superheroes (people who help us)</p> <p>Which real life superhero would you choose to be and why?</p>	<p>Under the sea</p> <p>What lives in the sea?</p>	<p>Chieveley's farms</p> <p>What are the signs of the farm on my dinner plate? What grows on a farm?</p>
	<p>Celebrations around the world:</p> <ul style="list-style-type: none"> • Diwali • Hanukkah • Halloween • Guyfawkes • Remembrance day • Christmas 		<p>Celebrations around the world:</p> <ul style="list-style-type: none"> • Chinese New Year • Valentine's Day • Pancake day • Mother's Day • Ramadan • Easter 		<p>Celebrations around the world:</p> <ul style="list-style-type: none"> • Father's Day • Eid • Cinco De Mayo • Birthdays 	
		<ul style="list-style-type: none"> • Understand what we wear in autumn/winter • Understand what we wear in the spring/summer 	<ul style="list-style-type: none"> • Explore timelines • Describe how they have changed since being a baby • Explore what their Parents were like as babies 	<ul style="list-style-type: none"> • Discuss and describe people who help us • Identify and discuss 		

		<p>(perhaps teach this later in the year)</p> <ul style="list-style-type: none"> • Understand what we wear at different points of the day 	<ul style="list-style-type: none"> • Draw a family portrait 	<p>different job roles in the community and locality e.g Chieveley surgery</p>		
	<p>Key vocabulary: See separate vocabulary list</p>					
Robins	<p>Toys through time</p> <p>How are my toys different to my Grandparents'?</p>	<p>Mary Anning</p> <p>Who was Mary Anning and why is she significant? How does she compare to David Attenborough?</p>		<p>The history of flight</p> <p>How did the first flight change the world?</p>		
	<ul style="list-style-type: none"> • How did people use puppets to tell a story? • What playground games did children used to play? • What was my favourite toy when I was a baby? • How is my teddy bear different from the very first? How are they the same? • What can we learn from a picture? Or from old toys? • What were toys made from in the past? 	<ul style="list-style-type: none"> • When and where did Mary Anning live? What did she do? • What were Mary Anning's great discoveries? • What sort of person was Mary that helped her to succeed in a man's world? • How do we know about Mary's actions that happened so long ago? • Who is David Attenborough and what has he achieved? • How do Mary Anning's and david Attenborough's lives compare? 		<ul style="list-style-type: none"> • Understand when the first flight was and what happened • Explore the Wright brothers • Understand why the first flight was a huge achievement and how it changed the world • Explore other significant individuals linked to flight (Amelia Earhart) • Compare the first flight to astronauts and space travel 		

History Curriculum
2023

	<p>Key vocabulary: puppets, past, toy, picture, material, artefact, new, old, similarities, differences , scooter, teddy, lego, marbles, toy soldiers, doll's house, grandparents, board games, whip and top, doll, hop scotch, diablo, skittles</p>	<p>Key vocabulary: Mary Anning, fossil, coast, dinosaur, extinct, influential, Jurassic Coast, paleontology, prehistoric, reptile, scientist, vertebrate, discovery, natural history</p>	<p>Key vocabulary: gliders, aircraft, engine, propeller, navigator pilot, the Wright brothers, Amelia Earhart, transport, cockpit, airplane, astronaut, aeronautical</p>
Sparrows	<p>School days</p> <p>How have Chieveley and Chieveley school changed?</p>	<p>Castles and Queens</p> <p>Which Queen Elizabeth was the most significant and why?</p>	<p>The Great Fire of London</p> <p>Did the Great Fire make London a better or worse place?</p>
	<ul style="list-style-type: none"> ● Understand some important things about schools ● Describe some similarities/differences of schools now and schools in the past ● Describe how schools in Chieveley would have been different 100 years ago ● Understand what it would have been like to be at Chieveley school in the past ● Describe what they would have liked at our school 100 years ago and what they wouldn't have liked ● Describe a typical day at Chieveley school 100 years ago 	<ul style="list-style-type: none"> ● Understand what a monarch is and the qualities needed to be a good monarch ● Understand how family history can be represented on a family tree ● Learn about Queen Elizabeth I ● Learn about Queen Elizabeth II ● Compare their lives ● Explore the significance of Donnington castle 	<ul style="list-style-type: none"> ● Explore what London was like in the past ● Understand why the GFoL was significant ● Describe the events of the fire and why it spread ● Use sources to explain how we know about the fire ● Explore what happened after the fire and how London changed

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	<p>Key vocabulary: History, past, present, child, teacher, school, change, Chieveley, modern, pens, interactive whiteboard</p>	<p>Key vocabulary: Monarch, Queen, castle, keep, bailey, motte and bailey, family tree, turrets, draw bridge, portcullis, battlements, moat, royal, throne, crowned, reign</p>	<p>Key vocabulary: bakery, flammable, leather buckets, London, monument, Thames, King Charles II, first, next, finally, 1666, significant, diary, Samuel Pepys, Britain, change, Pudding Lane, St. Pauls Cathedral</p>
Kingfishers	<p>Newbury high street</p> <p>How has Newbury high street changed since the 1950s?</p>	<p>Changes from the Stone Age to Iron Age</p> <p>How and why did the life of people change during the stone Age?</p>	<p>The Roman Empire and its impact on Britain (link to Chieveley)</p> <p>What did the Romans do for us?</p>
	<ul style="list-style-type: none"> ● Create a timeline back to 1950 and explore how the highstreet was different back then ● Visit Newbury high street ● Compare the high street: then and now ● Draw a colour-coded map of the high street (then and now) to show the purposes of the buildings ● Explore shopping in the past e.g shops, jobs, ways to pay etc 	<ul style="list-style-type: none"> ● Understand what prehistory is ● Explore how people lived in prehistory ● Learn about the Neolithic revolution ● Explore the development of metal use and how it changed Britain ● Explore evidence of prehistoric monuments ● Explore how the Iron Age could be better than the Bronze age 	<ul style="list-style-type: none"> ● Explain what the Roman Empire was ● Explore the chronology of Roman Britain ● Explore the reaction of the Roman invasion ● Learn about the most significant Roman achievements ● Understand the Roman legacy ● Identify the threats to Britain and decline in Roman control
	<p>Key vocabulary: High street, history, town, local history, changes, decade, shops, building, restaurant, cafe, entertainment adverts,</p>	<p>Key vocabulary: Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age, archeology, Henge, Barrow, Pagan, Druid, trade, tin, copper, beaker,</p>	<p>Key vocabulary: Gladiator, temple, bath house, pagan, christian, wine, garum, slaves, town, market, Emperor,</p>

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	<p>timeline, resident, self-service, supermarket, contactless, cash</p>	<p>settlement, societal roles, tribe, King, Queen, bolas, spear, sword, bronze, iron, chariot, Skara Brae, Stonehenge, Star Carr, Cresswell Crags, Maiden Castle</p>	<p>Senate, governor, client kingdom, legion, century, cohort, auxilia, York, Chester, Colchester, London, Silchester, Hadrian's wall, Europe, Italy, Rome military, conquer, invade</p>
Skylarks	<p>Ancient Egypt</p> <p>What were the Egyptians greatest achievements and how do we know?</p>	<p>Britain's settlement by the Anglo-Saxons and Scots</p> <p>How and why did the Anglo-Saxons settle in Britain?</p>	<p>The Viking and Anglo-Saxon struggle for the United Kingdom</p> <p>Would the Vikings do anything for money?</p>
	<ul style="list-style-type: none"> ● Name and learn about the earliest civilisations ● Explore the duration of Ancient Egypt ● Explain the importance of the River Nile to the Egyptians ● Describe how agricultural advances support the civilisation ● Describe the role of the scribe ● Explore the afterlife and its importance to the Egyptians 	<ul style="list-style-type: none"> ● Describe how Saxon England began ● Explore what happened during the period of Saxon England ● Explore what life was like during the Anglo-Saxon period ● Learn about King Offa of Mercia ● Compare Anglo-Saxon life to Roman life 	<ul style="list-style-type: none"> ● Explore what Saxon ● Learn how the Vikings were viewed by the Saxons ● Learn about different viewpoints of the Vikings and form an opinion ● Explain how England changed during this period ● Learn about King Alfred
	<p>Key vocabulary: Pharaoh, scarab, papyrus, scribe, amulet, canopic jar, sarcophagus, tomb, afterlife, hieroglyphics, mummification, irrigation, shaduf, sphinx, oasis, Egyptologist, Ankh, Pyramid, barter, Rosetta Stone</p>	<p>Key vocabulary: Pagan, Christian, Monks, Saints, market, coin and barter system, Kingdom, Kings, social hierarchy, wergild system for crime and punishment, fyrd, burh, shield wall, sword, shield, spear, Offa's Dyke, Sutton Hoo, settlement, governance, society, culture, invasion, settlement</p>	<p>Key vocabulary: Longboat, long house, Chieftain, raid, trade, runes, Pagan, Valhalla, Danegald, Danelaw, Asgard, Jarl, Karl</p>

Jays	<p>The Tudors</p> <p>What was it like to live in Jack of Newbury's Newbury?</p>	<p>The Maya</p> <p>Why should we remember the Maya? Would you rather be a Viking or a Mayan?</p>	
	<ul style="list-style-type: none"> • Explore who the Tudors were and where they lived • Learn about different monarchs including Queen Elizabeth and Henry VIII • Investigate what it was like to live in Tudor times especially for women and the poor • Explore Newbury in the Tudor period and learn about Jack of Newbury 	<ul style="list-style-type: none"> • Explore who the Maya were and where they lived • Learn about different parts of Mayan life/culture including their achievements in writing, telling the time, numbers, football • Explore and debate if you would rather be a Mayan or a Viking and explain why 	
	<p>Key vocabulary: Monarchy, Tudors, reign, treason, heir, market town</p>	<p>Key vocabulary: Ahau, dynasty, maize, codex, hieroglyphics, stela, scribe, haab, jade, sacrifice, pyramid, peasant, blood-letting, cacao, cenote, huipil, popul vah, Tzolk'in</p>	
Owls	<p>Ancient Greece</p> <p>Who were the ancient Greeks? Can we thank them for anything in our lives today?</p>	<p>Journeys - the impact of migration to Britain</p> <p>Why did migrants come to Britain and what were their experiences/impact?</p>	

	<ul style="list-style-type: none"> • Learn about the Ancient Greeks and focus on artefacts and archeological sites • Explore Greek myths and legends • Learn about the Greek language and what we can learn from it • Learn about governance • Explore the Olympic Games and how they have changed 	<ul style="list-style-type: none"> • Define and explore migration and the push and pull factors for migrants coming to Britain • Explore reasons why the Romans, Saxons and Vikings invaded Britain • Learn about the Ivory Bangle lady and the experiences of Africans in Roman Britain • Explore how the lives of Jewish people changed in England in the Middle Ages • Explore how migration has influenced the way we eat, art and music and how it has helped us to understand about fighting racism and discrimination 	
	<p>Key vocabulary: Democracy, Acropolis, City-State, Parthenon, marathon, olympics, citizen, philosopher, alphabet, tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, column, hoplite, oracle, terraced</p>	<p>Key vocabulary: Migration, immigration, migrant, refugee, natural disaster, war, flee, visa, push factor, pull factor, population, jobs, society, multicultural society</p>	

History sequences of learning

EYFS	Teaching sequence (NB - In EYFS there won't be a teaching sequence as such; children will have access to continuous provision throughout the year)
Autumn	<p><u>An enchanted woodland adventure</u></p> <ol style="list-style-type: none"> 1. What is the woodland like? 2. What is the weather like? 3. What are the signs of autumn? <p><u>Frozen</u></p> <ol style="list-style-type: none"> 1. What do we wear in the spring and summer? 2. What do we wear in the autumn and winter? 3. What do we wear at different times of the day?
Spring	<p><u>Marvelous me</u></p> <ol style="list-style-type: none"> 1. What is a timeline? 2. How have I changed since I was a baby? 3. What did our parents/carers look like when they were babies? <p><u>Real life superheroes</u></p> <ol style="list-style-type: none"> 1. Who helps us? 2. Does Chieveley have a surgery? Dentist? Fire station? Etc 3. Who are famous people from the past?
Summer	<p><u>Under the sea</u></p> <ol style="list-style-type: none"> 1. What is the world like? 2. What is the sea like? 3. What lives in the sea? <p><u>Chieveley's farms</u></p> <ol style="list-style-type: none"> 1. What are farms? 2. What can you grow on farms? 3. What animals live on farms? 4. What do farms look like? <p>Why does Chieveley have farms?</p>

Year 1	Teaching sequence
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Autumn	<p><u>Toys through time</u></p> <ol style="list-style-type: none"> 1. How did people use puppets to tell a story? 2. What playground games did children used to play? 3. What was my favourite toy when I was a baby? 4. How is my teddy bear different from the very first? How are they the same? 5. What can we learn from a picture? Or from old toys? 6. What were toys made from in the past?
Spring	<p><u>Mary Anning and David Attenborough</u></p> <ol style="list-style-type: none"> 1. When and where did Mary Anning live? What did she do? 2. What were Mary Anning's great discoveries? 3. What sort of person was Mary that helped her to succeed in a man's world? 4. How do we know about Mary's actions that happened so long ago? 5. Who is David Attenborough and what has he achieved? 6. How do Mary Anning's and david Attenborough's lives compare?
Summer	<p><u>The first flight</u></p> <ol style="list-style-type: none"> 1. When and what was the first flight? 2. Who were the Wright brothers? 3. Why was the first flight significant? 4. How has the first flight affected our lives? 5. Who was Amelia Earhart? 6. How does the first flight compare to space travel and astronauts?

Year 2	Teaching sequence
Autumn	<p><u>School days - history of schools</u></p> <ol style="list-style-type: none"> 1. What are some of the most important things about schools? 2. How was school different for our grandparents? 3. How different were schools in Chieveley 100 years ago? 4. What must it have been like to be at this school 100 years ago? 5. What things would you have liked and what would you have disliked about school in the past? 6. What would have been a typical day at Chieveley primary school 100 years ago?
Spring	<p><u>Castles and Queens</u></p> <ol style="list-style-type: none"> 1. What is a monarch and what is their role?

	<ol style="list-style-type: none"> 2. What is a family tree? 3. Who was Queen Elizabeth I? 4. Who was Queen Elizabeth II? 5. How were their lives different? 6. Why is Donnington castle significant?
Summer	<p><u>The Great Fire of London</u></p> <ol style="list-style-type: none"> 1. What was London like in the past? 2. Why was the Great Fire of London significant? 3. What happened during the Great Fire of London? 4. Why did the fire spread? 5. How do we know about the Great Fire of London? 6. How did London change after the Great Fire?

Year 3	Teaching sequence
Autumn	<p><u>Newbury high street</u></p> <ol style="list-style-type: none"> 1. What was the highstreet like before? 2. How has the highstreet changed? 3. What was in the shops before? 4. What was it like to shop for food? 5. How were my goods packaged and stored? 6. How did I pay for my purchases?
Spring	<p><u>Changes from the Stone Age to the Iron Age</u></p> <ol style="list-style-type: none"> 1. What is prehistory? 2. How did people live in prehistory? 3. Why is it called the Neolithic revolution? 4. Did the development of metal use change everything in prehistoric Britain? 5. What evidence do prehistoric monuments offer? 6. How was the Iron Age better than the Bronze age? <p>(link to mesolithic settlement in Newbury and Iron age hill fort in Snelsmore)</p>
Summer	<u>The Roman empire and its impact on Britain</u>

	<ol style="list-style-type: none"> 1. What was the Roman empire? 2. What does the chronology of Roman Britain look like? 3. What was the reaction to the Roman invasion? 4. What are the most significant Roman achievements? 5. What is the legacy of Roman Britain? 6. What was the end of Roman Britain?
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Year 4	Teaching sequence
Autumn	<u>Ancient Egypt</u> <ol style="list-style-type: none"> 1. When and where did the earliest civilisations begin? 2. When was Ancient Egypt and how long did it exist for? 3. Why was the River Nile important to the Egyptians? 4. How did agricultural advances support the civilisation? 5. What was the role of the scribe in society and what was their importance? 6. What was the importance of the afterlife in Ancient Egypt?
Spring	<u>Britain's settlement by the Anglo-Saxons and Scots</u> <ol style="list-style-type: none"> 1. How did Saxon England begin? 2. What happened during the period of Saxon England? 3. What was life like during the Anglo-Saxon period? 4. What was life like during the Anglo-Saxon period? (secondary sources) 5. Why was King Offa of Mercia a significant individual during the period? (or Alfred the Great?) 6. How did Saxon daily life compare to that of Roman Britain?
Summer	<u>The Viking and Anglo-Saxon struggle for the United Kingdom</u> <ol style="list-style-type: none"> 1. What was Saxon England like? 2. How do the two time lines interact? 3. How were the Viking invaders viewed by the Anglo-Saxons? 4. How should we view the Vikings? 5. How did the conflict between the Saxons and Vikings change Britain? 6. Can King Alfred be seen as 'great'?

Year 5	Teaching sequence
Autumn	<p><u>The Tudors</u></p> <ol style="list-style-type: none"> 1. Who were the Tudors and when did the Tudor period take place? 2. Who was Queen Elizabeth and what does her visit to Kenilworth Castle tell us? 3. Who was King Henry VIII and who were his wives? 4. What was it like to live in Tudor times? Especially for women and the poor? 5. Who was Jack of Newbury? 6. What was Newbury like in the Tudor times?
Spring	<p><u>The Maya</u></p> <ol style="list-style-type: none"> 1. Where and when did the Maya live? 2. What was Maya writing like? 3. How did the Maya tell the time? 4. What numbers did the Maya use in maths? 5. Did the Maya play football like us? 6. How do we know about the Maya? Would I rather be a Mayan or a Viking?

Year 6	Teaching sequence
Autumn	<p><u>Ancient Greece</u></p> <ol style="list-style-type: none"> 1. Who were the Ancient Greeks? 2. What do artefacts tell us about what life was like in Ancient Greece? 3. What do archaeological sites tell us about what life was like in Ancient Greece? 4. Can we learn anything from Greek myths and legends? 5. What are the similarities between our school and schools in Ancient Greece? 6. What can we learn from our language about Ancient Greece? 7. How were the ancient Greeks governed and are there any similarities with how we are governed today? 8. How have the Olympic Games changed since they were first held in Ancient Greece?
Spring	<p><u>Journeys</u></p> <ol style="list-style-type: none"> 1. What is migration? 2. What has 'pushed' and 'pulled' migrants to come to Britain? 3. Why did the Romans, Saxons and Vikings invade England?

	<ol style="list-style-type: none"> 4. What does the Ivory Bangle Lady tell us about the experience of Africans in Roman Britain? 5. How did the lives of Jewish people change in England in the Middle Ages? 6. How has migration influenced the way we eat? 7. How has migration influenced art and music? 8. How has migration helped us to understand about fighting racism and discrimination?
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History progression

	By the end of the year, children should <i>know</i> :	By the end of the year, children should <i>be able to</i> :
EYFS	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> ● Comment on images of familiar situations in the past ● Compare and contrast characters from stories, including figures from the past ● Talk about the lives of people around them and their roles in society <p><u>Past and present:</u></p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ● Understand the past through settings, characters and events encountered in books read in class and storytelling 	
YEAR 1	<ul style="list-style-type: none"> ● How childhood games and toys were different in the past ● Similarities and differences between toys from the past and toys now (how their toys are different to 	<ul style="list-style-type: none"> ● Securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time) ● Sequence independently on an annotated timeline a number of objects or events related to particular

	<ul style="list-style-type: none"> their grandparents’) • Who Mary Anning is and why she is a significant individual • Mary Anning’s greatest discoveries • How the lives of significant individuals from different time periods compare (David Attenborough and Mary Anning) • When and how the first flight happened and how this has changed our lives (link to modern astronauts) • Who the Wright Brothers, Amelia Earhart and Gertrude Bacon were 	<p>themes, events, periods, societies and people</p> <ul style="list-style-type: none"> • Identify independently a range of similarities, differences and changes within a time period (now and when grandparents were children) • Identify a few relevant causes and effects for some of the main events covered • Ask and answer historical questions and enquiries • Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions
<p>YEAR 2</p>	<ul style="list-style-type: none"> • Some of the most important aspects of schools and how school was different for their grandparents and even 100 years ago • How school was different in the past, with a focus on Chieveley school, and what they would have liked/disliked • What a monarch is and what their role consists of • Name, describe and compare Queen Elizabeth I and Queen Elizabeth II (and their lives) • What a family tree is and what it shows • Why Donnington Castle is significant • What the Great Fire of London was, when it started, how it spread, what London was like before and after the fire • How we know about the Great Fire of London 	<ul style="list-style-type: none"> • Understand securely and use a wider range of time terms • Sequence independently on an annotated timeline a number of objects or events • Identify independently a range of similarities, differences and changes within a specific time period • Identify a few relevant causes and effects for some of the main events covered • Ask and answer historical questions and enquiries • Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions
<p>YEAR 3</p>	<ul style="list-style-type: none"> • How Newbury high street has changed and how shops have changed • That prehistory is the earliest stage of human 	<ul style="list-style-type: none"> • Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people

	<p>history and that our understanding is limited and only from archaeology. It is made up of the paleolithic, Mesolithic, neolithic, bronze and iron age</p> <ul style="list-style-type: none"> • What the Roman empire was, the reaction to the invasion, the most significant achievements and the Roman legacy 	<ul style="list-style-type: none"> • Sequence a number of the most significant events, objects, themes, societies, periods and people • Make valid statements about the main similarities, differences and changes occurring • Comment on the importance of causes and effects for some of the key events and developments • Explain why some aspects of historical accounts, themes or periods are significant • Comment on a range of possible reasons for differences in a number of accounts • Independently devise a range of historically valid questions for a series of different types of enquiry • Recognise possible uses of a range of sources for answering historical enquiries
<p>YEAR 4</p>	<ul style="list-style-type: none"> • When and where the earliest civilisations began • When the Ancient Egypt period was and how long it existed for • Why the river Nile was important to Egyptians and how agricultural advances supported the civilisation • What the role of the scribe was and the importance of the afterlife • How Anglo-Saxon England began, what happened, what life was like and how it compared to Roman Britain • Why King Offa of Mercia was a significant individual (or Alfred the Great) • How the Vikings were viewed by the Anglo-Saxons and how we view them • How the Viking conflict changed Britain 	<ul style="list-style-type: none"> • Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people • Sequence a number of the most significant events, objects, themes, societies, periods and people • Make valid statements about the main similarities, differences and changes occurring • Comment on the importance of causes and effects for some of the key events and developments • Explain why some aspects of historical accounts, themes or periods are significant • Comment on a range of possible reasons for differences in a number of accounts • Independently devise a range of historically valid questions for a series of different types of enquiry • Recognise possible uses of a range of sources for answering historical enquiries

<p>YEAR 5</p>	<ul style="list-style-type: none"> • Who the Tudors were (including monarchs, Queen Elixabeth and King Henry VIII) and when the Tudor period was • What it was like to live in the Tudor period with a focus on women and the poor • Who Jack of Newbury was and what Newbury was like in the Tudor era • When and where the Maya lived and their achievements/legacy in writing, numbers, telling the time and football • Who I would rather be: a Viking or a Mayan 	<ul style="list-style-type: none"> • Provide overviews of the most significant features of different themes, individuals, societies and events • Sequence with independence the key events, objects, themes, societies and people • Compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change • Explain the role and significance of different causes and effects of a range of events and developments • Explain reasons why particular aspects of a historical event, development, society or person were of particular significance • Explain how and why it is possible to have different interpretations of the same event or person • Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement • Comment with confidence on the value of a range of different types of source for enquiries
<p>YEAR 6</p>	<ul style="list-style-type: none"> • Who the ancient Greeks were and what artefacts and archaeological sites tell us about their lives • What we can learn from Greek myths and legends • The similarities between our school and schools in Ancient Greece • How the ancient Greeks were governed and the similarities today • How the olympic games have changed • What migration is and what the push and pull factors are • Why the Romans, Anglo-Saxons and Vikings invaded England • What the Ivory Bangle Lady tell us about the experiences of Africans in Roman Britain 	<ul style="list-style-type: none"> • Provide overviews of the most significant features of different themes, individuals, societies and events • Sequence with independence the key events, objects, themes, societies and people • Compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change • Explain the role and significance of different causes and effects of a range of events and developments • Explain reasons why particular aspects of a historical event, development, society or person were of particular significance • Explain how and why it is possible to have different

	<ul style="list-style-type: none"> • How the lives of Jewish people changed in England • How migration has influenced food, art and music • How migration has helped us to understand about fighting racism and discrimination 	<p>interpretations of the same event or person</p> <ul style="list-style-type: none"> • Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement • Comment with confidence on the value of a range of different types of source for enquiries
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History assessment KS1 (Rising Stars)

	Historical knowledge		History concepts			Historical enquiry	
	Constructing the past	Sequencing the past	Change and development	Cause and effect	Significance and interpretations	Planning and carrying out a historical enquiry	Using sources as evidence
Progression statements	Know where people and events fit within a chronological framework. Study historical periods, some of which they will	Know where people and events fit in a chronological framework Develop awareness of the	Identify similarities and differences between ways of life in different periods. Study changes within living	Choose and use parts of stories and other sources to show that they know and understand key features of events.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key	Understand some of the ways in which they find out about the past and identify different ways in which it is represented

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	study more fully later.	past, using common words and phrases relating to the passing of time	memory	Study the lives of significant individuals who contributed to national and international achievements		features of events. Use a wide vocabulary of everyday historical terms	
Working towards	Can identify relevant features of particular historical themes, events and people from history (recall some events)	Can depict on a timeline the sequence of a few objects and/or pieces of information Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'	Can identify a few similarities, differences and changes occurring within a particular topic	Can identify at least one relevant cause for, and effect of, several events covered	Can consider one reason why an event or person might be significant	Can ask and answer a few valid historical questions	Can extract information from several different types of source including written, visual and oral sources and artefacts
Working at	Can briefly describe these features (e.g retell the story)	Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people Can understand securely and use a wider range of	Can identify independently a range of similarities, differences and changes within a specific time period	Can identify a few relevant causes and effects for some of the main events covered	Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects	Can plan questions and produce answers to a few historical enquiries using historical terminology	Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions

		time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past')					
Exceeding	Can explain a range of features and draw a range of conclusions	Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised Can use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.	Can describe independently and accurately similarities, differences and changes both within and across time periods and topics	Can comment on a few valid causes and effects relating to many of the events covered	Can provide some valid reasons for selecting an event, development or person as significant	Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently	Can critically evaluate the usefulness of sources and parts of sources to answer historical questions

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	Historical knowledge		History concepts			Historical enquiry	
	Constructing the past	Sequencing the past	Change and development	Cause and effect	Significance and interpretations	Planning and carrying out a historical enquiry	Using sources as evidence
Progression statements	Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	Develop chronologically secure knowledge and understanding of British, local and world history.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time	Address and devise historically valid questions about cause	Address and devise historically valid questions about significance Understand how our knowledge of the past is constructed from a range of sources	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Understand how our knowledge of the past is constructed from a range of sources
Working towards	Can identify details from several themes, societies, events and significant people covered in local, national and global history	Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms	Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics	Can describe some relevant causes for, and effects on, some of the key events and developments covered	Can select what is most significant in a historical account Can provide a reason why two accounts of the same event might differ	Can ask valid questions for enquiries and answer using a number of sources	Can understand how sources can be used to answer a range of historical questions
Working at	Can identify details from local,	Can sequence a number of the	Can make valid statements about	Can comment on the importance of	Can explain why some aspects of	Can independently devise a range of	Can recognise possible uses of a

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	national and global history to demonstrate some overall awareness of themes, societies, events and people	most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms	the main similarities, differences and changes occurring within topics	causes and effects for some of the key events and developments within topics	historical accounts, themes or periods are significant Can comment on a range of possible reasons for differences in a number of accounts	historically valid questions for a series of different types of enquiry and answer them with substantiated responses	range of sources for answering historical enquiries
Exceeding	Can describe the main context of particular themes, societies, people and events including some explanation	Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms	Can explain why certain changes and developments were of particular significance within topics and across time periods	Can explain with confidence the significance of particular causes and effects for many of the key events and developments	Can explain independently why a historical topic, event or person was distinctive or significant Can explain historical situations, events, developments and individuals from more than one viewpoint	Can independently devise significant historical enquiries to produce substantiated and focused responses	Can comment on the usefulness and reliability of a range of sources for particular enquiries

UKS2

	Historical knowledge	History concepts	Historical enquiry
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	Constructing the past	Sequencing the past	Change and development	Cause and effect	Significance and interpretations	Planning and carrying out a historical enquiry	Using sources as evidence
Progression statements	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Develop chronologically secure knowledge and understanding of British, local and world history	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time	Address and devise historically valid questions about cause	Address and devise historically valid questions about significance Understand how our knowledge of the past is constructed from a range of sources	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms	Understand how our knowledge of the past is constructed from a range of sources
Working towards	Can understand some features associated with themes, societies, people and events	Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms	Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics	Can place several valid causes and effects in an order of importance relating to events and developments	Can describe the significant issues in many of the topics covered Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics	Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry	Can accept and reject sources based on valid criteria when carrying out particular enquiries

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Working at	Can provide overviews of the most significant features of different themes, individuals, societies and events covered	Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms	Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change	Can explain the role and significance of different causes and effects of a range of events and developments	Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance Can explain how and why it is possible to have different interpretations of the same event or person	Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement	Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries
Exceeding	Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics	Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately	Can compare independently how typical similarities, differences and changes were	Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects	Can compare the significance of events, development and people across topics and time periods Can understand and explain the nature and reasons for different interpretations in a range of topics	Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses	Can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled

Diversity links and enrichment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wrens (EYFS)	An enchanted woodland adventure	Frozen	Marvellous me and my past	Superheroes (people who help us)	Under the sea	Chieveley's farms
Enquiry question:	Why do leaves go crispy and colourful?	Why do we wear different clothes at different times of the year?	How have I changed since I was a baby?	Which real life superhero would you choose to be and why?	What lives under the sea?	What are the signs of the farm on my dinner plate? What grows on a farm?
Diversity links	Seasons all around the world	Different cultures and clothes in different countries	Listen to stories from people of other cultures and people with disabilities	Frank Bailey (First black fireman) Mary Seacole	Titanic link - social classes	Farming in other countries
Enhanced curriculum idea:	Go on a woodland walk all around Chieveley	Fashion show- Children to design an outfit for each season. Make them using fabric.	Children bring in photos of them as babies. Parents could bring in photos of them as	Police, fire people, vets etc to come in and talk to the children	Visit the seaside/aquarium	Go on a picnic

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			a baby and children/Parents could look for similarities/differences between them and their adult.			
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Robins (Year 1)	Home sweet home	Toys through time	The United Kingdom	Mary Anning	Wonderful weather	The first aeroplane flight (compare to modern astronaut)
Enquiry question:	What's it like where we live?	How are my toys different to my Grandparents toys?	What is the United Kingdom?	Who was Mary Anning and why is she significant? How does she compare to David Attenborough?	What is weather and how does it affect my life?	How did the first flight change the world?
Diversity links	Celebrate different houses and lifestyles in the class	Toys from around the world Social classes	Celebrate everyone living in the UK	Working class female	Weather in different places	Gertrude Bacon (One of the first females to fly in a plane - from Cold Ash) Bessie Coleman
Enhanced curriculum idea:	Present findings to school during assembly	Invite grandparents in to talk about their childhood and toys. Show them to the children	Create a class book all about the UK	Make a museum dedicated to Mary Anning	Keep a weather chart/pretend to be weather forecasters	Invent and make new flying machine from the future

Sparrows (Year 2)	School days	Hot and cold places	Castles and Queens	What a wonderful world	The Great Fire of London	Amazing Africa
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Enquiry question:	How has Chieveley and Chieveley school changed?	Why can't a meerkat live in the Arctic?	Which Queen Elizabeth was the most significant and why?	Why is our world wonderful? Which continent would I like to visit and why?	Did the Great Fire make London a better or worse place?	Would you rather live in Chieveley or Mugurameno?
Diversity links	Social classes	Different countries and cultures	Social classes	Different countries and cultures	Frank Bailey (First black fireman) Sue Batten (UK's first female firefighter)	Learning about another culture
Enhanced curriculum idea:	Present findings to school during assembly	Invite Parents in to explain why meerkats can't live in the Arctic	Create a mini-museum dedicated to the Queen	Create a class book with adverts advertising favourite continents	Make Tudor houses and burn them to recreate the GFoL	Write postcards to school in Mugurameno

	Autumn		Spring		Summer	
Kingfishers (Year 3)	If you go into the woods today...	Newbury high street	The UK	Changes from the Stone Age to Iron Age	Italy and climate zones	The Roman Empire and its impact on Britain (link to Chieveley)
Enquiry questions:	How is the land used in Chieveley?	How has Newbury high street changed?	What makes Great Britain great?	How and why did the life of people change during the stone Age?	What are climate zones and what is the weather/climate like in Italy?	What did the Romans do for us?
Diversity links	Social classes	Social classes Roles in society	Celebrating all cultures in the UK			Septimius Severus
Enhanced curriculum idea:						

Skylarks (Year 4)	Ancient Egypt	Rivers and the water cycle (link to Kennet)	Mountains	North America	Britain's settlement by the Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the United Kingdom
Enquiry questions:	What were the Egyptians greatest achievements and how do we know?	Is water a friend or foe?	What are the advantages/disadvantages of living on a mountain?	What would it be like to live in North America?	How and why did the Anglo-Saxons settle in Britain?	Would the Vikings do anything for money?
Diversity links						
Enhanced curriculum idea:						



Jays (Year 5)	Newbury	The Tudors (link to Newbury and Jack of Newbury)	South and central America	A non-European study- The Maya	Japan's disastrous geology
Enquiry questions:	Does Newbury meet the needs of its people?	What was it like to live in Jack of Newbury's Newbury?	How does life in England compare to life in Brazil or Mexico?	Why should we remember the Maya? Would you rather be a Viking or a Mayan?	Why are there so many natural disasters in Japan? How could we limit the human impact of a natural disaster?
Diversity links					
Enhanced curriculum idea:					

Owls (Year 6)	Ancient Greece	European region - Athens	Energy and the environment	Journeys - the impact of migration to Britain	Living rainforests/fair trade
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Enquiry questions:	Who were the ancient Greeks? Can we thank them for anything in our lives today?			Why did migrants come to Britain and what were their experiences/impact?	How is life on Earth affected by the shrinking rainforests? Is fair trade fair?
Diversity links				Children could map where their families come from. Discuss refugees and why people want to come to Britain. Link to windrush	
Enhanced curriculum idea:					Develop a campaign to help save the planet

EYFS

Autumn 1 - An enchanted woodland adventure	Autumn 2 - Frozen	Spring 1 - Marvellous me and my past
		
Spring 2 - Real life superheroes	Summer 1 - Under the sea	Summer 2 - Chieveley's farms
		

Year 1

Autumn 1 - Home sweet home	Autumn 2 - Toys through time	Spring 1 - The United Kingdom
Spring 2 - Mary Anning	Summer 1 - Wonderful weather	Summer 2 - The first flight



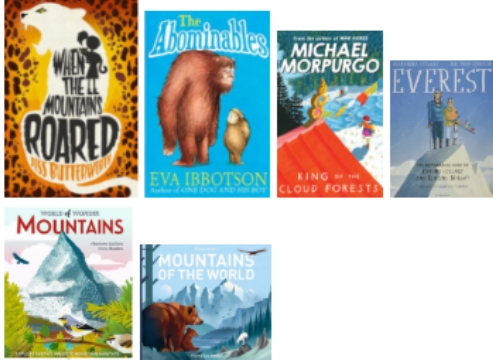


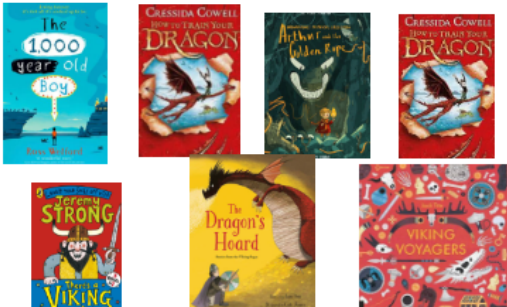
Year 2

Autumn 1 - School days	Autumn 2 - Hot and cold places	Spring 1 - Queens and castles
		
Spring 2 - What a wonderful world	Summer 1 - The Great Fire of London	Summer 2 - Amazing Africa
		

Year 3

<p>Autumn 1 - If you go into the woods today...</p>	<p>Autumn 2 - How Newbury highstreet has changed</p>	<p>Spring 1 - The United Kingdom</p>
		
<p>Spring 2 - Changes from the stone age to the iron age</p>	<p>Summer 1 - Italy and climate zones</p>	<p>Summer 2 - The Romans</p>
		

Year 4

Autumn 1 - Ancient Egypt	Autumn 2 - Rivers	Spring 1 - Mountains
		
Spring 2 - North America	Summer 1 - The Anglo-Saxons	Summer 2 - The Anglo-Saxons and Vikings struggle for power
		

Year 5

Autumn 1 - Newbury	Autumn 2 - The Tudors	Spring 1 - South and central America
		
Spring 2 - The Maya		Summer 1/2- Japan's disastrous geology
		

Year 6

Autumn 1 - Ancient Greece	Autumn 2 - European region (Athens)	Spring 1 - Energy and the environment
 <p>Book covers for Autumn 1 - Ancient Greece: Mark of the Cyclops, The Adventures of Odysseus, The Boy on the Olympus, Percy Jackson and the Lightning Thief, So You Think You've Got It Bad?, and Who Let the Gods Out.</p>	 <p>Book covers for Autumn 2 - European region (Athens): The Corinthian Girl and Geoffrey Trease Mission to Marathon.</p>	 <p>Book covers for Spring 1 - Energy and the environment: The Extraordinary Colours of Auden Dare, Beauty and the Bin, and Great Women Who Saved the Planet.</p>
Spring 2 - Journeys (migration)		Summer 1/2 - Living rainforests, the Amazon and fair trade
 <p>Book covers for Spring 2 - Journeys (migration): Floella Benjamin Coming to England, When Jessie Came Across the Sea, Journeys & Migrations, and Silence Seeker.</p>	 <p>Book covers for Summer 1/2 - Living rainforests, the Amazon and fair trade: The Jungle Book, There's a Rang-Tan in My Bedroom, The Great Kapok Tree, Katherine Rundell The Explorer, Journey to the River Sea, and Unfolding Journeys: Amazon Adventure.</p>	

Useful Websites/Apps

- The Historical Association
- Mr T Does Primary history
 - History Rocks

